**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard: 2.NBT.4 compare two three-digit numbers based on meanings of the hundred, tens, and ones digits using symbols to record the results of comparisons.**  **The Envision Lesson: 4-5 Using symbols to compare numbers** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | > Greater than  < Less than  = Equal to |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Use Daily Spiral Review 4-5. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   * Start with teaching = (equal to). Using a set number of objects, begin to compare how 1 set is equal to another set. Give several examples of 2 sets that are equal to each other. Once students have an understanding of equal to, begin to show them non-examples of “equal to” by using the terms greater than and less than. Introduce the >, <, and = symbols as examples and non-examples are being given. Using the = symbol as a balance, show the students how it can tip to one side or the other when the 2 sets of objects are not equal. The symbol can tip to the side with the least amount creating the < or > symbols. Have several examples created in Smartboard Notebook so that students have several tries at using the symbols. * Create a vocabulary card for each symbol (<, >, =). | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Using 2 ten-frame models, two-color chips, 2 strips of paper ½”x2” (to form an equal sign), students will create 2 numbers and compare them using >, <, = symbols formed from the 2 strips of paper.   1. Guided practice with the teacher using the = symbol. Work with a partner, showing a variety of examples.   \* What words could you use to compare the two sets of objects? (Same, equal)   1. Guided practice with the teacher using the > symbol. Work with a partner, showing a variety of examples.   \* How could we change the sets of objects to show two sets that are not equal?  \*What words would we use to describe the non-equal sets?   1. Guided practice with the teacher using the < symbol. Work with a partner, showing a variety of examples.   Teacher will check for understanding through observation and questioning as students are creating and comparing their own examples.  For more practice, see Interactive Learning for Topic 4-5. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Show the learning animation 4.5. Use the guided practice (online) with the Smartboard and personal white-boards for students to record their responses. Teacher can check for understanding when students show their white-boards.  If students are struggling during this phase go to differentiated instruction Topic 4 Lesson 5, Comparison Kids.  \* Which symbol could you use to compare the two numbers? (students will respond using whiteboards.) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
|  | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
|  | |
| **HOMEWORK** | |
|  | |